



Safe Passage Community Resource Toolkit



Dear DC Families, Schools, and Communities:

We are proud to present this toolkit both to ensure safety for our students and greater engagement within our communities!

The goal of this toolkit is to provide a framework to create and sustain Safe Passage programs in our schools and neighborhoods. Safe Passage does not only entail ensuring safe transport for students to and from schools. It also encompasses young people finding 'safe passage' from early childhood to young adulthood. Only by addressing both definitions through safety/security measures as well as relationship-building/mentorship opportunities can we truly build more safe and nurturing communities for our students.

The toolkit is organized into 6 sections based on the 6 E's prescribed by the National Safe Routes to School in order to utilize a comprehensive, integrated approach:

1. **Education**: Inform students, families, and community members about safety.
2. **Encouragement**: Use events and activities to promote safe practices.
3. **Engineering**: Implement physical improvements to streetscape.
4. **Enforcement**: Partner with local law to address traffic and crime issues.
5. **Evaluation**: Assess success and identify unintended consequences or opportunities.
6. **Equity**: Create access to opportunities and ensure equitable outcomes for everyone.

The toolkit provides resources for parents and caregivers to discuss issues of safety and transportation with their children. It also offers lesson plans and curriculum resources for educators to embed safety practices inside and outside of the classroom. The toolkit even includes strategies for reaching out to neighbors and community members to collaboratively make our spaces more safe and welcoming.

In this way, we hope it will help our students and families to ***be informed, be connected, and be empowered*** about their safety concerns.

Please feel free to contact our office at (202) 741-4692 or student.advocate@dc.gov if you have questions about our work, this resource toolkit, or would like to discuss opportunities for us to work in partnership together.

Sincerely,

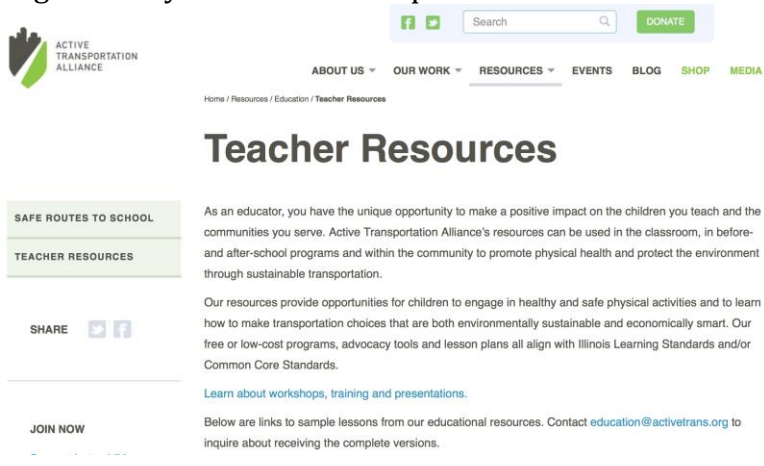
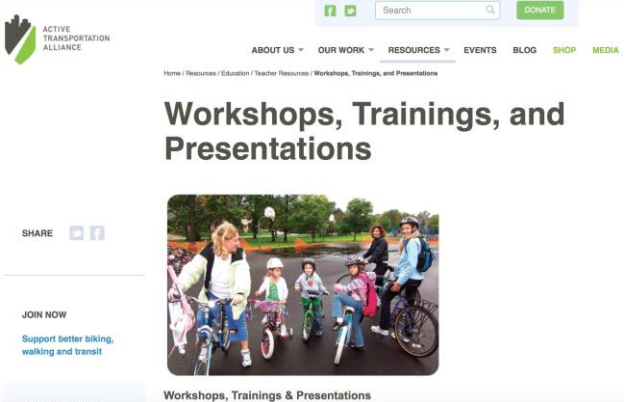
Faith

Faith Gibson-Hubbard
Chief Student Advocate
Office of the Student Advocate | D.C. State Board of Education
441 4th St. NW, Suite 723N, Washington, DC 20001



Education:

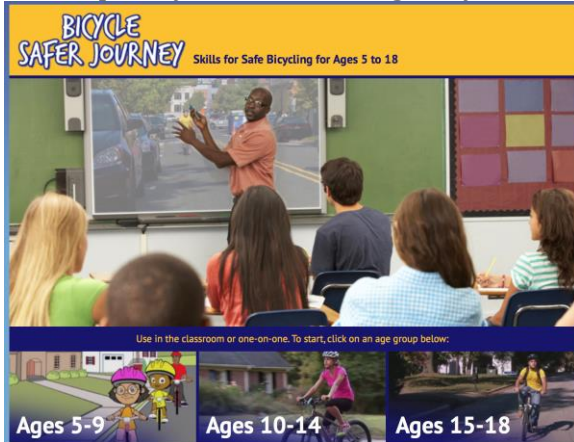
**Inform students,
families, and community
members about safety
and transportation.**

Resource	How to Use It
<p>Active Transportation Alliance: Teacher Resources http://www.activetrans.org/teacher-resources%20 Organized by the Active Transportation Alliance</p> 	<p>These resources can be used in the classroom, in before- and after-school programs, and within the community to promote physical health and protect the environment through sustainable transportation.</p> <p>The lesson plans across age groups and subjects provide opportunities for children to engage in healthy and safe physical activities and to learn how to make transportation choices that are both environmentally sustainable and economically smart.</p>
<p>Active Transportation Alliance: Workshops, Trainings, and Presentations http://www.activetrans.org/content/workshops-trainings-and-presentations Organized by the Active Transportation Alliance</p> 	<p>Active Transportation Alliance offers workshops, training, and presentations that empower community members to be supporters of active transportation. These include:</p> <ul style="list-style-type: none"> ▪ Bicycle Safety Education Courses ▪ Professional Development Opportunities ▪ School Policy

Bicycle Safer Journey

<http://www.pedbikeinfo.org/bicyclesaferjourney/>

Developed by the Federal Highway Administration



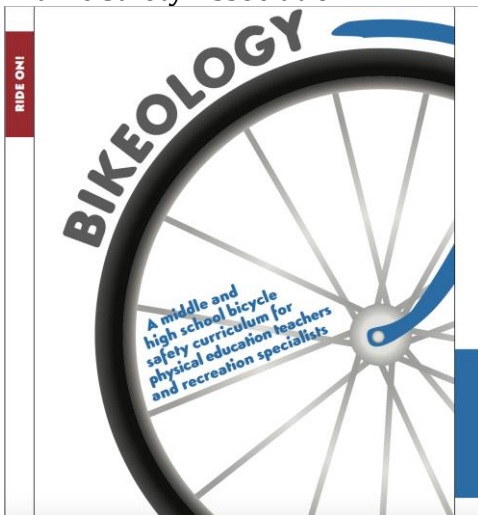
This resource includes safety education videos for three age groups: 5-9, 10-14, and 15-18.

Each age group page includes a resource library with links to age-appropriate bicycle safety curricula and lesson plans.

Bikeology: A middle and high school bicycle safety curriculum for physical education teachers and recreation specialists

<http://walkbiketoschool.org/sites/default/files/bikeology-curriculum-part-1-and-2.pdf>

Developed by the American Alliance for Health, Physical Education, Recreation, and Dance and National Highway Traffic Safety Association

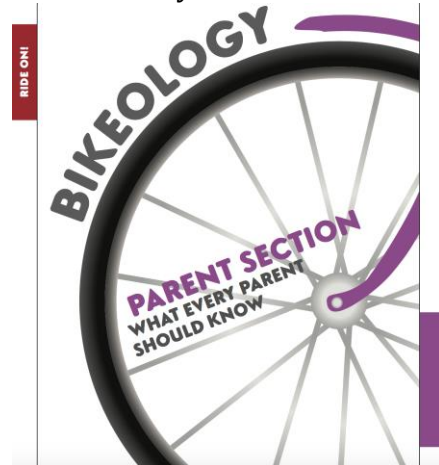


This curriculum is aligned with the National Standards for K-12 Physical Education and includes comprehensive lesson plans, activities, and assessments for the skills and knowledge teens and pre-teens need to enjoy a lifetime of safe bicycling.

Bikeology: Parent Section (what every parent should know)

<http://ipmba.org/images/uploads/bikeology-parent-guide.pdf>

Developed by the American Alliance for Health, Physical Education, Recreation, and Dance and National Highway Traffic Safety Association



This resource includes 12 individual tip sheets, including:

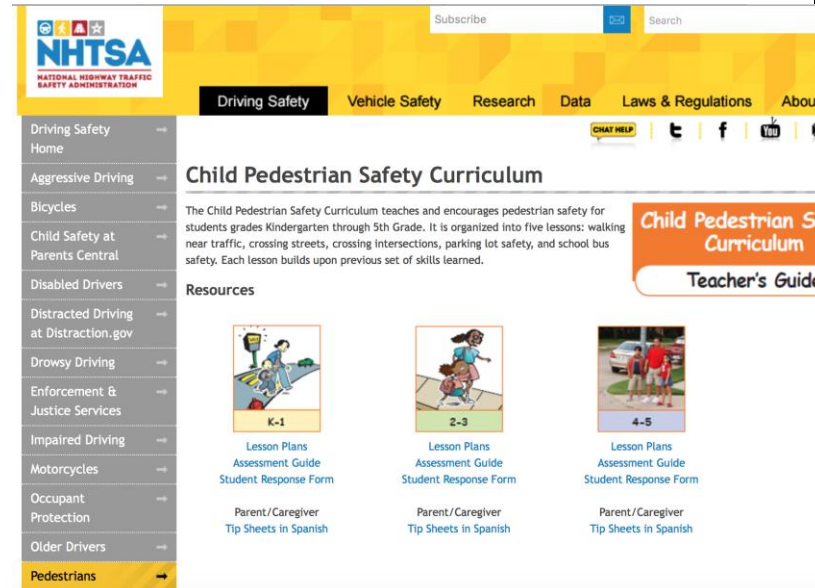
- Sharing the road
- Distracting walking, bicycling, and driving
- Defensive walking or bicycling

The tip sheets encourage parents to not only reinforce what their child has learned but also encourages parents to be “Roll Models” by always demonstrating safe behaviors when walking, bicycling, and driving.

Child Pedestrian Safety Curriculum

<http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum>

Prepared by the National Highway Traffic Safety Administration



This resource teaches and encourages pedestrian safety for students in grade K-5.

The age ranges are divided into 3 smaller groups (K-1, 2-3, and 4-5) and include appropriate lessons plans, assessment guides, student response forms, and tip sheets in English and Spanish for each age range.

The curriculum is organized into 5 lessons:

- Walking near traffic
- Crossing streets
- Crossing intersections
- Parking lot safety
- School bus safety

Helping Children Learn Pedestrian Safety Skills: Overview for Parents and Caregivers

- English:
saferoutesinfo.org/sites/default/files/resources/TeachingChildrentoWalkSafely-2page.pdf
- Spanish:
saferoutesinfo.org/sites/default/files/resources/EnseñarLosNiñosCaminarConSeguridad.pdf

Prepared by the National Center for Safe Routes to School

HELPING CHILDREN LEARN PEDESTRIAN SAFETY SKILLS: Overview for parents and caregivers

Walking is a fun and healthy way to spend time with your child. You are your child's most important role model for walking safely. Children learn by watching others, so your own safe pedestrian behavior is the best way to teach these valuable skills. Consider these tips as you walk with your child:

1. Obey all traffic signs and signals.
2. Choose routes that provide space to walk and have the least amount of traffic and lowest speeds.
3. Look for traffic at all driveways and intersections.
4. If possible, cross at a crosswalk or at an intersection with a walk signal.
5. Stop at the curb and look for traffic in all directions (left, right, left, to the front and behind). At an intersection, it is important to look in front and in back to check for turning vehicles. The second look to the left is to re-check for traffic that is closest to you.
6. Wait until no traffic is coming and start crossing; keep looking for traffic as you cross the road.
7. Walk across the road. Do not run.
8. Wear reflective gear if it is dark or conditions limit visibility, such as rain or snow.
9. Talk with your child about what you're doing and why as you walk.



Although you might be able to see quickly that it is safe to cross the road or make other decisions while walking, your child may not know or understand why it is safe. Help your child understand and learn safe walking skills by practicing them each time you walk near or around traffic and taking the time to talk through new situations.

As a driver you can also be a role model for safe behavior. Respect pedestrians and use the drive time to teach your child about signs, signals and other traffic rules.

This resource breaks down safety skills by age groups:

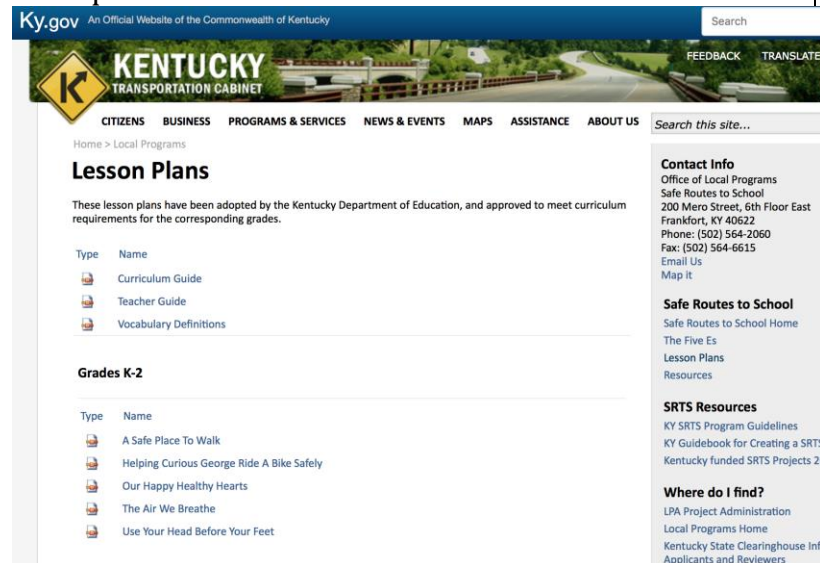
- 4-6
- 7-9
- 10+

Kentucky Safe Routes to School: Lesson Plans

<http://transportation.ky.gov/Local-Programs/Pages/Lesson-Plans.aspx>

Developed by the Kentucky Department of Transportation

These lesson plans have been adopted by the Kentucky Department of Education for grades K-2, 3-5, and 6-8. Lessons include topics such as:



Ky.gov An Official Website of the Commonwealth of Kentucky

KENTUCKY TRANSPORTATION CABINET

CITIZENS BUSINESS PROGRAMS & SERVICES NEWS & EVENTS MAPS ASSISTANCE ABOUT US

Home > Local Programs

Lesson Plans

These lesson plans have been adopted by the Kentucky Department of Education, and approved to meet curriculum requirements for the corresponding grades.

Type: Name

- Curriculum Guide
- Teacher Guide
- Vocabulary Definitions

Grades K-2

Type: Name

- A Safe Place To Walk
- Helping Curious George Ride A Bike Safely
- Our Happy Healthy Hearts
- The Air We Breathe
- Use Your Head Before Your Feet

Contact Info
Office of Local Programs
Safe Routes to School
200 Mero Street, 6th Floor East
Frankfort, KY 40622
Phone: (502) 564-2060
Fax: (502) 564-6615
Email Us
Map It

Safe Routes to School
Safe Routes to School Home
The Five Es
Lesson Plans
Resources

SRTS Resources
KY SRTS Program Guidelines
KY Guidebook for Creating a SRTS
Kentucky funded SRTS Projects 200

Where do I find?
LPA Project Administration
Local Programs Home
Kentucky State Clearinghouse Info
Applicants and Reviewers

- Helping Curious George Ride a Bike Safely (Grades K-2)
- Mapping My Route to School (Grades 3-5)
- Get Moving Get Healthy (Grades 6-8)

Marin County Safe Routes to School: Safety Curriculum

<http://www.saferoutestoschools.org/curriculum.html>

Developed by the Transportation Authority of Marin



Lesson plans are age-specific and indicate objectives, materials needed, lesson length, and provide step-by-step instructions. Lessons include:

- Stop! Look! Listen! (2nd Grade)
- Bicycle Rodeo (4th grade)
- Outdoor Bike Drills (6th grade)

Maryland Pedestrian and Bicycle Safety Education Curriculum: K-5

<http://www.saferoutesinfo.org/program-tools/maryland-pedestrian-and-bicycle-safety-education-curriculum-k-5>

Developed by Rockville Department of Recreation and Parks and Maryland State Highway Administration

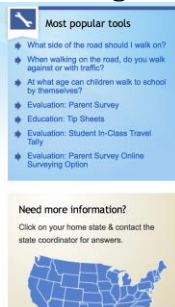
Maryland Pedestrian and Bicycle Safety Education Curriculum: K-5

Developed by Rockville Department of Recreation and Parks through a grant from the Maryland State Highway Administration's Highway Safety Office, the Maryland Pedestrian and Bicycle Safety Education Program is a comprehensive set of lessons for K-5, with each year building on skills and concepts introduced in previous years. The program emphasizes practicing skills such as safe street crossing and bicycle riding.

The K-5 lessons are available for download below, as well as an administrator's guide and teacher's guide. Each document is in PDF format and can be viewed with the free Adobe Acrobat Reader.

Lessons, K-5

- ◆ Guide, 6.16 mb
- ◆ Cover, 1.33 mb
- ◆ Complete Guide and Cover, 7.49 mb



The Maryland Pedestrian and Safety Education Program is a comprehensive set of lessons for K-5, with each year building on skills and concepts introduced in previous years.

The program also includes guides for teachers and administrators.

The program emphasizes practicing skills such as safe street crossing and bicycle riding.

Messaging for Children

http://guide.saferoutesinfo.org/education/key_messages_for_children.cfm

Prepared by the National Center for Safe Routes to School

Key Messages For Children

This section includes four main education topics that relate to Safe Routes to School (SRTS) for children:

- Pedestrian safety skills
- Bicyclist safety skills
- Personal safety
- Health and environment benefits

Strategies for educating children around these key messages are provided in the next section.

Pedestrian safety skills

When pedestrians between the ages of five and nine are injured, it is most often when cars have hit them as they cross the street mid-block, particularly from between parked cars (Transportation Research Board, 2004). Running across intersections and getting off of school buses are also common times for children to be hit by cars. In general, children are not ready to cross a street alone until age ten (National Highway Traffic Safety Administration). However, children vary in their developmental readiness to make decisions about where and when to walk and cross a street. Parents are often the best judges of when their child is ready to walk without an adult. When they are ready for this level of independence, children need to know how to choose where to walk as well as when, where and how to cross a street. These skills also require an understanding of how to interact with drivers.

Children need to know the following points:

1. Ask a parent before walking anywhere without them.
2. Use sidewalks or paths, if there are no sidewalks or paths, walk as far from the motor vehicles as possible on the side of the street facing traffic.
3. Watch for motor vehicles turning or pulling out of driveways.

Children who are old enough and have parent permission to cross the street need to know the following additional points:



This resources includes:

- Pedestrian Safety Skills
- Bicyclist Safety Skills
- Personal Safety (effects of criminal activity)
- Health/Environment Benefits (link physical activity to personal health)

Messaging for Neighbors

http://guide.saferoutesinfo.org/education/key_messages_for_neighbors.cfm

Prepared by the National Center for Safe Routes to School
Key Messages For Neighbors

Messages to neighbors depend on local conditions. If there are environmental barriers to safe walking routes, often the neighbors can help.

Messages for neighbors include:

1. Keep sidewalks clear so they are passable by pedestrians. Sometimes motor vehicles, garbage cans, snow and other materials force pedestrians off of walkways and into traffic.
2. Prune plants and shrubs to enhance visibility. This will help pedestrians, cyclists and drivers see one another, particularly at street crossings.
3. Keep unleashed pets off the route. A loose animal can be intimidating and deter walking or bicycling, regardless of the friendliness of the animal.



Keep sidewalks clear, Peoria, AZ.

Also see [educational messages for all drivers near the school](#) for additional relevant messages.

These include:

- Keeping sidewalks clear
- Pruning plants and shrubs to enhance visibility
- Keeping unleashed pets off the route.

Messaging for Parents

http://guide.saferoutesinfo.org/education/key_messages_for_parents.cfm

Prepared by the National Center for Safe Routes to School
Key Messages For Parents

In relation to Safe Routes to School (SRTS), parents play a role in their child's safety in three ways:

1. As teachers of safety behaviors.
2. As drivers on the school campus during drop-off and pick-up times.
3. As drivers near the school.

Different messages apply to parents for each of these roles:

1. Parents as teachers

Practice safe walking and bicycling with your child. Parents teach and model safe behavior for their children. Children have the best chance of retaining and applying walking and bicycling skills if they have a chance to practice them with supervision and reinforcement. It is similar to the need to teach teens to drive – new drivers are not expected to have the skills or knowledge to drive safely without receiving instruction.

Parents need detailed information about proper safety practices specific for their child's age. Most parents naturally want to do what is best for their child and need to be aware of the appropriate safety messages to share with their child. An informed and interested parent can identify safe walking and bicycling routes for their child, teach their child rules as they walk or bicycle, and model safe behavior themselves. See [SRTS Resources for Children](#) for more information.

2. Parents as drivers on the school campus during drop-off and pick-up times

Follow correct drop-off and pick-up procedures if driving to the school is necessary. Drivers need to know the appropriate locations for pick-up and drop-off at the school and any special rules that apply at these times. A well-designed drop-off and pick-up procedure along with drivers who correctly follow the procedure will improve the safety of everyone arriving to or departing from school. See [SRTS drop-off and pick-up](#) section for more information on how to improve the safety of this process.



This resource focuses on parent roles as teachers/role models, as drivers on campus during drop-off/pick-up, and drivers near schools.

Pedestrian Safer Journey

<http://www.pedbikeinfo.org/pedsaferjourney/>

Developed by the Federal Highway Administration



This resource includes safety education videos for three age groups: 5-9, 10-14, and 15-18.

Each age group page includes a resource library with age-appropriate pedestrian safety curricula, videos, and quizzes.

Safe Routes Nebraska: Safe Routes in the Classroom

<http://www.saferoutesinfo.org/program-tools/safe-routes-nebraska-safe-routes-classroom>

Developed by Safe Routes to School Nebraska

Safe Routes Nebraska: Safe Routes in the Classroom

Safe Routes Nebraska recently formulated several standards-based activities to help students learn about walking and biking safety and the importance staying active. These creative activities were designed to teach students in each grade level to understand the health benefits of walking and biking to school as well as how to do it safely.

Grades 1-2 : Safe Routes to School Nebraska

Grades 3-4 : Safe Routes to School Nebraska

Grades 7-8 : Safe Routes to School Nebraska

Resource File:

- Activities_1-2.pdf
- Activities_3-4.pdf
- Activities_7-8.pdf



Need more information?

Click on your home state & contact the state coordinator for answers.

These creative activities were designed to teach students in each age group (grades 1-2, 3-4, 7-8) to understand the health benefits of walking and biking to school as well as how to do it safely.

Strategies for Educating Children

http://guide.saferoutesinfo.org/education/strategies_for_educating_children.cfm

Prepared by the National Center for Safe Routes to School
Strategies For Educating Children

The preceding section describes the topics that may be included in Safe Routes to School (SRTS) education for children. This section includes ideas for:

- ways to deliver the education message
- how to support classroom-based teaching
- sources of instructors

Ways to deliver education

A variety of methods are available for teaching children about safety and health. Deciding on a method (or more than one) may be influenced by:

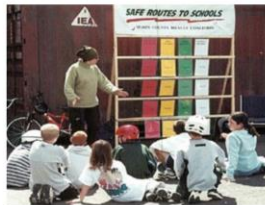
- how much content is to be covered
- the amount of time available
- the desired outcome

For example, one-time instruction, such as an assembly, generally offers the least information and requires the least time. Skills practice, which requires more time and extensive preparation, shows the greatest promise for children to adopt safety skills (Tolmie, Foot, & McLaren, 1996).

This section will describe the following educational methods:

- One-time instruction
- Classroom or physical education lessons
- Parent involvement
- Structured skills practice

While each method is described separately, SRTS programs usually use a combination of methods. In fact a multi-pronged approach will most likely reach more children.



Tam Valley School students test their bicycle and pedestrian safety knowledge by playing Jeopardy in Mill Valley, CA.

This resource includes:

- One-time Instruction
- Classroom or Physical Education Lessons
- Lessons integrated into classroom subjects
- Parent Involvement, Structured Skills Practice
- Bicycle Rodeo
- Bicycle Safety Training

Strategies for Reaching Neighbors

http://guide.saferoutesinfo.org/education/strategies_for_reaching_neighbors.cfm

Prepared by the National Center for Safe Routes to School
Strategies For Reaching Neighbors

Neighbors should be engaged early in the Safe Routes to School (SRTS) planning process. This provides an opportunity for SRTS coordinators to hear and address these concerns and increases the likelihood that neighbors will take action to make or keep routes safe. The impact of potential safe routes to school activities on neighbors should be assessed. For example, a remote drop-off area may be initiated to ease traffic congestion near the school. While it improves safety for pedestrians and bicyclists and gives those that live further away the chance to walk, it may also create traffic problems in new areas. Identifying and addressing these issues need to be part of the process.

Ways to reach neighbors include:

- Attend neighborhood group meetings to introduce SRTS, discuss neighbors' needs and concerns and ask for their help. A community in California invited neighbors to a "pruning party" and provided supplies and assistance to trim vegetation growing over the sidewalks. If conflict over trimming trees and bushes occurs, local officials can often resolve by enforcing local ordinances.
- Host an "open house" for neighbors and parents to learn more about SRTS.
- Install informational signs in highly visible locations around the neighborhood.
- Distribute flyers to homes near the school. Some communities have mailed information with utility bills.



These include:

- Attending neighborhood group meetings
- Hosting an "open house"
- Installing informational signs in highly visible locations
- Distributing flyers to homes near the school or mailing flyers home (alongside bills)

Strategies for Reaching Parents

http://guide.saferoutesinfo.org/education/strategies_for_reaching_parents.cfm

Prepared by the National Center for Safe Routes to School
Strategies For Reaching Parents

A variety of strategies can be used to reach parents as they teach their children safety skills and drive on the school campus and adjacent streets.

1. Print materials
To communicate with parents, school web sites, emails to parents, or information sent home with students can all be used. In California, some schools hold "Traffic Safety Days" to promote safe driving in the school zone, as well as encourage safe walking and bicycling. School officials, parent volunteers, police officers and others distribute flyers and talk to drivers who pick up or drop off children. Walkers and bicyclists are given safety information and incentives at a welcome table as they arrive at the school.
2. Enforcement strategies
Signs, pavement markings, notices and educational flyers placed on windshields of illegally parked motor vehicles remind parents of proper rules and procedures. See [Enforcement](#) for more information.
3. Media stories
Local news stories that focus on Safe Routes to School (SRTS) can also include key messages about pedestrian, bicyclist and traffic safety.
4. Training
While many parents feel comfortable teaching their child pedestrian safety, they sometimes feel less prepared to teach bicycling rules of the road. One bicycle club in Marin County, California responded to this need by offering a training class for parents on how to teach bicycling skills to their children. Some communities have sought ways to improve parents' driving behavior through training.

For more information see [Strategies for reaching all drivers near the school and Student Drop-off and Pick-up](#).



Parking signage indicates special rules during school drop-off and pick-up times, Seattle, WA.



David Patten

This resource includes:

- Communication (printing materials sent home, school websites, emails)
- Enforcement strategies (signs, pavement markings, notices, educational flyers)
- Media stories
- Training classes

Teaching Children to Walk Safely as They Grow and Develop

http://guide.saferoutesinfo.org/graduated_walking/index.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Teaching Children to Walk Safely as They Grow and Develop



Walking, first as a child holding the hand of a caring adult, is a form of transportation used throughout life. Being able to walk safely is an important skill that needs to be developed over time, starting with those first hand-held walks. The process is similar to that of how teenagers learn to drive. Just as teenagers must first practice judgment and skills with an adult present and in simple traffic conditions, children need help learning and practicing where and how to walk safely. To help children become safe walkers, adults must look at the world of traffic from a child's point of view and have an understanding of how children's abilities to learn and reason develop over time.

This guide is intended to help parents and caregivers match their guidance and expectations with their children's abilities.

Each child grows and develops differently so it is impractical to expect all children to demonstrate a specific ability at a specific age (Schieber, 1996; Vinje, 1981; Whitbread & Nelson, 2000; Thomson, 2006; Dunbar, Hill, & Lewis, 2001; Tolmie et al., 2002; Michon, 1981). This impracticality makes time spent walking together when an adult can assess and guide their child's learning all the more important. Although parents and caregivers are usually the most familiar with their children's abilities, it is common for them to overestimate their children's walking skills (Sivara et al., 1991; Dunne, Asher, & Rivara, 1992). This can lead to children walking in situations that they are not ready to handle.

This guide leads parents and caregivers through stages of child development and identifies which walking safety skills to teach along the way. The guide is divided into two parts:


This guide is intended to help parents and caregivers match their guidance and expectations with their children's development and abilities at ages 4-6, 7-9, and 10+:

- Understanding how children develop and learn pedestrian skills
- Resources for helping children learn pedestrian safety skills

Tips for Parents and Other Adults for Teaching Pedestrian Safety to Children

- English Color:
saferoutesinfo.org/sites/default/files/tips_for_parents.pdf
- English Black/White:
saferoutesinfo.org/sites/default/files/tips_for_parents_bw.pdf
- Spanish Color:
saferoutesinfo.org/sites/default/files/tips_for_parents_esp.pdf
- Spanish Black/White:
saferoutesinfo.org/sites/default/files/tips_for_parents_esp_bw.pdf

Prepared by the National Center for Safe Routes to School



**Tips for Parents and Other Adults
For Teaching Pedestrian Safety to Children**


Walking is a fun and healthy way to spend time with your children while teaching them skills that can serve them well throughout life. The walk to school is a great time to use these safety tips.

Be a walking role model

Children learn through experience. Walking with parents or another caregiver is an important way for children to practice crossing real streets and picking safe places to walk. There is no magic age when children are old enough to walk without an adult. But, as a parent, you should decide when your child has the skills and experience to deal with traffic safely without you.

As you walk with your child, remember these safety tips:

- Wear bright-colored clothes, and carry flashlights or wear reflective gear if it is dark or hard to see.
- Look for traffic at every driveway and intersection. Be aware of drivers in parked cars that may be getting ready to move.
- Obey all traffic signs and signals.
- Cross the street safely:
 1. Stop at the curb or edge of the street.
 2. Look left, right, left and behind you and in front of you for traffic.
 3. Wait until no traffic is coming and begin crossing.
 4. Keep looking for traffic until you have finished crossing.
 5. Walk, don't run across the street.



Choose the safest route to school

Select a walking route with low traffic and intersections.

- Pick places where there are sidewalks or paths separated from traffic. If there are no sidewalks or paths, walk as far from the motor vehicles as possible and, if possible, on the side of the street facing traffic.
- Limit the number of street crossings. When available, cross at a location with an adult school crossing guard.
- Avoid crossing busy or high-speed streets.

This resource provides a one-pager handout or teaching tool on safety considerations for parents and other adults.

Tips for Walking Safely to School

- English Color:
saferoutesinfo.org/sites/default/files/tips_for_kids.pdf
- English Black/White:
saferoutesinfo.org/sites/default/files/tips_for_kids_bw.pdf
- Spanish Color:
saferoutesinfo.org/sites/default/files/tips_for_kids_esp.pdf
- Spanish Black/White:
saferoutesinfo.org/sites/default/files/tips_for_kids_esp_bw.pdf

This resource provides a one-pager handout or teaching tool on walking safety.

Prepared by the National Center for Safe Routes to School

Tips for Walking Safely to School

Walking is fun, but you need to be safe while doing it. Follow these tips to make sure you get to and from school without any problems.

Walk together

Younger children should always walk with an adult. Tell your parents that walking is great exercise and a nice way to spend time together.

If your parents say that you can walk to school on your own, remember these tips:

- Walk with a friend when possible.
- Ask your parents to help you pick a safe route to school, one that avoids dangers.
- Stick to the route you picked with your parents. Don't let friends talk you into shortcuts that are more dangerous.
- When you are near the street, don't push, shove, or chase each other.
- Never hitchhike or take rides from people not arranged by your parents.
- Talk to your parents and teacher about any bullying that may happen during your walk.

Be seen

Remember, drivers may not be able to see you well. Always wear bright-colored clothes and if it is dark or hard to see, carry flashlights or wear reflective gear.

Look for traffic

Watch out for cars and trucks at every driveway and intersection on your walk to school. Look for drivers in parked cars. They may be getting ready to move.

Cross the street safely

1. Stop at the curb or edge of the street.
2. Look left, right, left and behind you and in front of you for traffic.
3. Wait until no traffic is coming and begin crossing.

Walk Bike to School: Classroom Resources and Handouts

<http://www.walkbiketoschool.org/get-set/event-ideas/classroom-activities-and-handouts>

Prepared by the National Center for Safe Routes to School

This resource provides ideas about how to incorporate walking and biking themes into various school subjects, including:

- Art or Computer
- History/Social Sciences
- Health/Physical Education
- English
- Mathematics



The screenshot shows the 'WALK BIKE TO SCHOOL' website. At the top, there are navigation links: Home, For Parents, For the Media, and a search bar. Below this is a 'Get Set!' section with five buttons: 'Ready? Learn the Basics', 'Get Set! Planning & Outreach Tools', 'Go! Register or Find an Event', and 'Keep Going! Walk & Bike Yearbook'. The main content area is titled 'Classroom Activities & Handouts' and includes a sub-header 'Be creative about how to bring walking and bicycle-themed concepts into the classroom. The ideas and resources below can help you brainstorm ways to integrate them into most school subjects and activities!'. There are two sub-sections: 'Classroom activity ideas' and 'Handouts and other resources'. Below these is a section titled 'Classroom Activity Ideas' with a sub-header 'Here are some ideas about how to incorporate walking and biking themes into various school subjects. Remember that student abilities within the classroom are diverse. Before introducing content related to walking or biking to school, work with special education teachers and administrators to anticipate the needs of all students in the classroom.' There are also links for 'Walkability & Bicyclability Checklists', 'Build Excitement', and 'Promote the Event'. On the right side, there is a 'Walk and Bike to School Day Yearbook' section with a link to 'Show us how you celebrated!' and an 'Upload your photos' button. At the bottom, there are two photos: one of a group of children walking and one of a group of children biking.



Safe Passage Community Resource Toolkit



Walk Bike to School: Curricula

<http://walkbiketoschool.org/keep-going/ongoing-activities/classroom-curricula>

Prepared by the National Center for Safe Routes to School

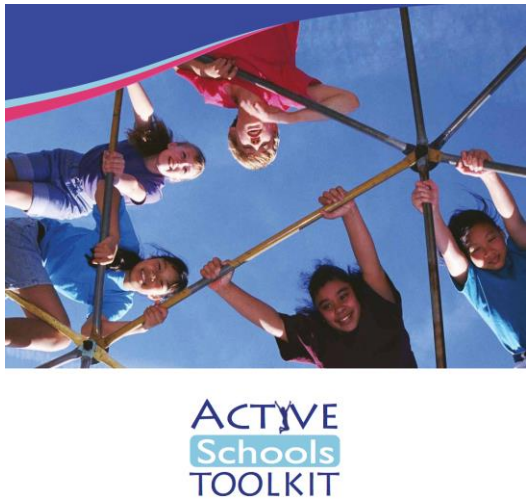

The screenshot shows the 'WALKBIKE TO SCHOOL' website. At the top, there are four orange buttons: 'Ready? Learn the Basics', 'Get Set! Planning & Outreach Tools', 'Go! Register or Find an Event', and 'Keep Going! Walk & Bike Year-Round'. Below these, the 'Curricula' section is highlighted. It includes a sidebar with 'Keep Going!' and 'Ongoing Activities' (Walking School Bus, Bike Trains, Curricula, Mileage Tracking, Pedestrian Safety, Bike Safety, Find Local Know-How). The main content area explains that walking and bicycling safety is an important life skill and lists several resources: 'Bikeology Curriculum and Parent Guide (American Alliance for Health, Physical Education, Recreation and Dance, National Highway Traffic Safety Association)', 'Child Pedestrian Safety Curriculum (National Highway Traffic Safety Administration)', 'Active Transportation in the Classroom (Active Transportation Alliance)', 'Kentucky Safe Routes to School Curriculum (Kentucky DOT)', 'Maryland Pedestrian and Bicycle Safety Curriculum (Maryland Highway Safety Office)', 'Safe Routes in the Classroom (Nebraska Department of Roads)', and 'Safe Routes Curriculum (Marin County Bicycle Coalition)'. There is also an 'Ask the Insider' section with a question about tips for approaching sponsors and recruiting volunteers, and a 'Browse Insider Archives' link.

This resource includes curricula from several organizations, including:

- American Alliance for Health, Physical Education, Recreation, and Dance
- National Highway Traffic Safety Association
- Kentucky DOT
- Maryland Highway Safety Office
- Nebraska Department of Roads
- Marin County Bicycle Coalition



Encouragement:
Use events and activities
to promote safe
practices.

Resource	How to Use It
<p>Active Schools Toolkit http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/pasastoolkit.pdf Developed by the Wisconsin Department of Public Instruction</p> 	<p>This guide outlines strategies to creating an Active School:</p> <ul style="list-style-type: none"> ▪ School Physical Education Class Time Strategies ▪ Physical Activity as Part of the School Day Strategies ▪ School-related Physical Activity Outside the School Day Strategies ▪ Recreation Program Strategies ▪ Transportation-Related Physical Activity Strategies ▪ Walkable and Bikable Neighborhood Strategies
<p>Arizona Handbook for Adult School Crossing Guards www.az.aaa.com/sites/default/files/club/news/docs/crossing_guard_bro2010LR.pdf Prepared by AAA Arizona</p> 	<p>This resource provides a two-pager handout or teaching tool outlining key, basic knowledge that every crossing guard should know.</p>

Between the Lines: Adult School Crossing Guard Training

<https://www.aaafoundation.org/store/between-lines-adult-school-crossing-guard-training>

Prepared by the Foundation for Traffic Safety



Home > Store > Videos > Between the Lines: Adult School Crossing Guard Training

BETWEEN THE LINES: ADULT SCHOOL CROSSING GUARD TRAINING

\$14.95

(Updated 2003, 16:00, Adults, Skills)

Covers basic adult school crossing guard procedures at several types of intersections. Uses an expert crossing guard to model proper procedures. The information is also generally suitable for crossing guard programs in other areas.

Please [Login](#) or [Signup](#) to order this product.

This DVD program covers basic adult school crossing guard procedures at several types of intersections.

It can be purchased for \$14.95 through the website.

Florida School Crossing Guard Training Guidelines

[http://www.dot.state.fl.us/safety/2A-Programs/Bike-Ped/FSCGT%20Guidelines March%202012 FINAL\[1\].pdf](http://www.dot.state.fl.us/safety/2A-Programs/Bike-Ped/FSCGT%20Guidelines%20March%202012%20FINAL[1].pdf)

Developed by the Florida Department of Transportation Safety Office



Florida School Crossing Guard Training Guidelines

Florida Department of Transportation Safety Office



March 2012 Edition

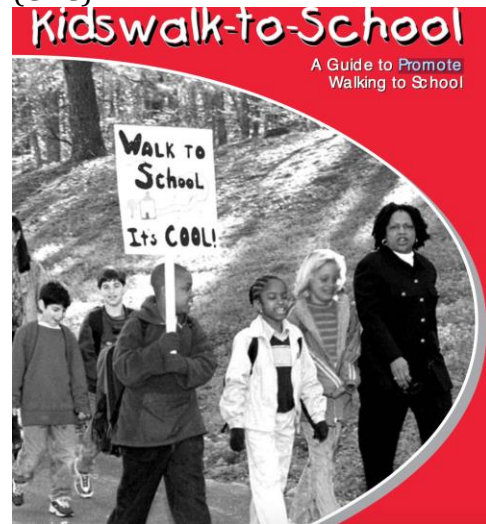
The toolkit outlines how to set up a program, including:

- Administration
- Guard training courses
- Techniques used in school crossings
- Procedures for typical crosswalk configurations

Kids Walk-to-School: A Guide to Promote Walking to School

<http://www.ezride.org/documents/cdc-kids-walk-guide.pdf>

Developed by the Department of Health and Human Services Centers for Disease and Control Prevention (CDC)



This comprehensive guide outlines how to organize a program:

- Step 1: Identify interest
- Step 2: Organize
- Step 3: Assess
- Step 4: Plan
- Step 5: Implement
- Step 6: Evaluate
- Step 7: Look to the Future

It also provides ideas to generate children's enthusiasm through games and activities, work with the media, and work with elected officials.



Lemon Grove Kids Walk and Roll to School Toolkit

<http://www.lemongrove.ca.gov/Home/ShowDocument?id=2464>

Developed by the Lemon Grove Safe Routes to School Program

This comprehensive toolkit outlines how to implement a program using all of the six E's, including:

- Safety Awareness Campaign
- Walk/Bike To School Groups and Activities
- Student Safety Patrol
- Parent Suggested Maps
- Evaluation Tools
- Community Support
- Recruitment and Engagement
- Empowerment

<div data-bbox="211 285 669 445" data-label="Section-Header"> <h2>Lemon Grove</h2> <h3>KIDS WALK & ROLL TO SCHOOL</h3> <p>TOOLKIT</p> </div> <div data-bbox="211 445 669 877" data-label="Image">  </div>	
<div data-bbox="181 919 922 1033" data-label="Section-Header"> <h2>Let's Walk to School Together!: A Walking School Bus Training Manual for Safe Routes to School Programs</h2> </div> <div data-bbox="181 1033 922 1108" data-label="Text"> <p>publichealth.lacounty.gov/place/docs/Let's%20Walk%20Together%20Final%2032015.pdf</p> </div> <div data-bbox="181 1108 922 1180" data-label="Text"> <p>Developed by the Los Angeles County Department of Public Health</p> </div> <div data-bbox="235 1192 727 1297" data-label="Section-Header"> <h2>Let's Walk to School Together!</h2> </div> <div data-bbox="235 1297 727 1375" data-label="Text"> <p>A Walking School Bus Training Manual for Safe Routes to School Programs</p> </div> <div data-bbox="181 1375 795 1785" data-label="Image">  </div>	<p>This comprehensive guide provides thorough background information as well as explicit directions for planning a program in phases:</p> <ul style="list-style-type: none"> Phase 1: Establish a relationship with school staff and parents Phase 2: Establish a Walking School Bus Committee Phase 3: Establish roles and responsibilities of the volunteers Phase 4: Recruit Walking School Bus program participants Phase 5: Train Walking School Bus leaders and the Volunteers Phase 6: Launch your Walking School Bus!
<div data-bbox="181 1785 922 1858" data-label="Section-Header"> <h2>Marin County Safe Routes to School: Go Green! Challenge</h2> </div> <div data-bbox="235 1858 579 1892" data-label="List-Group"> <ul style="list-style-type: none"> Teacher Instructions: </div>	<p>The Go Green! Challenge is a classroom competition that encourages children to find a</p>

http://www.saferoutestoschools.org/documents/GoGreen-Teacher-2012-www_000.pdf

- Team Leader Guidelines:

http://www.saferoutestoschools.org/documents/GoGreen-Teacher-2012-www_000.pdf

Developed by the Green Ways to School Program

Spring 2012

GO GREEN! SPRING CHALLENGE



As the tree on the poster fills up with leaves, students feel a sense of pride because they are traveling green daily and helping to cool the Earth.

TEACHER INSTRUCTIONS

The GO GREEN Spring Challenge is a month-long Marin Countywide initiative to reduce parent car trips by promoting green travel to school. A 'green trip' to school is when a student walks, bikes, carpools or takes the bus to school. Your Safe Routes to Schools' parent leader will announce and publicize the official start and end date of your school's spring contest.

Scooters, skateboards, roller blades also qualify as a green trip if allowed by the school. A parent who parks their car and then walks part-way to school with their child counts as a green trip, but only if they walk for at least 7 minutes. Bus transit includes both school buses and public transportation. A carpool is two or more families in one car; a one family carpool does not qualify as a green trip.

Green Way to School.

Resources include step-by-step instructions for teachers to implement the program within their classrooms as well as instructions for team leaders to support the program.

Marin County Safe Routes to School: Green Ways to School

<http://www.saferoutestoschools.org/greenways.html>

Organized by Transportation Authority of Marin



SAFE ROUTES TO SCHOOLS MARIN COUNTY

Home | Contact | SchoolPoolMarin.org | SchoolPool Newsletter | Green Ways Contests | PDF Downloads | SchoolPool Article Information (Spanish) Flyer

Green Ways to School

green - ways - to - school is a campaign from Safe Routes to Schools to reduce 1. car trips, 2. greenhouse gases, and 3. traffic congestion around Marin schools by encouraging walking, biking, carpooling or taking the bus to school.

Coming Soon!
A Green Ways to School Guide for Green Teams

Bike Walk Carpool Bus

The Green Ways to School Campaign showed tremendous success last school year. Overall, there was a 4% increase in green trips to school and a 6% increase for the 2-year period for the schools that participated in the Green Ways to School Programs. Even more significant was the number of schools in the program that demonstrated an even higher rate of increase than the average for all schools ranging from 9% to 12%.

This resource features activities such as the Go for the Green Challenge, which is a classroom competition that encourages children to find a Green Way to School.

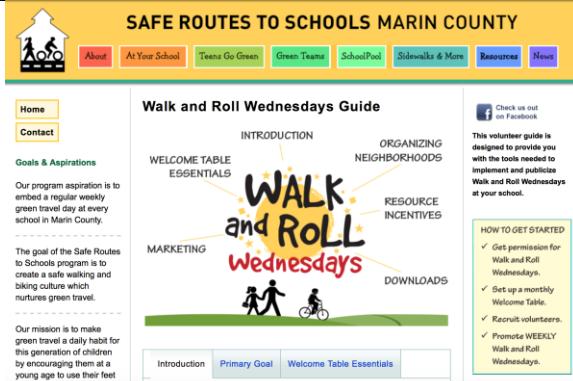
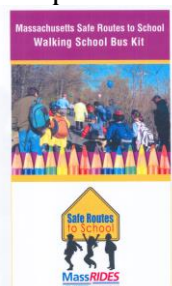

Marin County Safe Routes to School: Walk and Roll Wednesdays

<http://www.saferoutestoschools.org/w and r wed.html>

Organized by Transportation Authority of Marin

The program's aspiration is to embed a regular weekly green travel day at every school in Marin County.

The mission is to make green travel a daily habit for this generation of children by encouraging them at a young age to use their feet to get places.

 <p>SAFE ROUTES TO SCHOOLS MARIN COUNTY</p> <p>Home About At Your School Teens Go Green Green Teams SchoolPool Sidewalks & More Resources News</p> <p>Walk and Roll Wednesdays Guide</p> <p>INTRODUCTION ORGANIZING NEIGHBORHOODS RESOURCE INCENTIVES DOWNLOADS</p> <p>WELCOME TABLE ESSENTIALS MARKETING</p> <p>Our program aspiration is to embed a regular weekly green travel day at every school in Marin County.</p> <p>The goal of the Safe Routes to Schools program is to create a safe walking and biking culture which nurtures green travel.</p> <p>Our mission is to make green travel a daily habit for this generation of children by encouraging them at a young age to use their feet to get places.</p> <p>Check us out on Facebook</p> <p>This volunteer guide is designed to provide you with the tools needed to implement and publicize Walk and Roll Wednesdays at your school.</p> <p>HOW TO GET STARTED</p> <ul style="list-style-type: none"> ✓ Get permission for Walk and Roll Wednesdays. ✓ Set up a monthly Welcome Table. ✓ Recruit volunteers. ✓ Promote WEEKLY Walk and Roll Wednesdays. <p>Introduction Primary Goal Welcome Table Essentials</p>	
<p>Massachusetts Safe Routes to School: Walking School Bus Kit</p> <p>http://www.commute.com/downloads/WalkingSchoolBusKit.pdf</p> <p>Developed by the Massachusetts Executive Office of Transportation and MassRides</p> 	<p>This guide outlines how to start a Walking School Bus, how to publicize and organize a program, tip sheets for pedestrian safety for students and adults, and walkability checklists.</p>
<p>Mileage Clubs and Contests</p> <p>http://guide.saferoutesinfo.org/encouragement/mileage-clubs-and-contests.cfm</p> <p>Developed by the Pedestrian and Bicycle Information Center (PBIC)</p>  <p>Mileage Clubs and Contests</p> <p>Mileage clubs and contests encourage children either to begin walking and bicycling to school or to increase their current amount of physical activity by making it fun and rewarding. Generally children track the amount of miles they walk or bicycle and get a small gift or a chance to win a prize after a certain mileage goal is reached.</p> <p>Mileage clubs and contests are usually designed in one of three ways:</p> <ol style="list-style-type: none"> 1. on an individual basis where every child logs miles walked or bicycled and has a chance to win; 2. as a classroom competition where a classroom's collective miles are compared against other classes; or 3. as a competition among schools. <p>Winners are rewarded with prizes including medals, certification or trophies. These activities are very flexible. Depending on the school, the competition aspect can be emphasized or not, and the rewards can be elaborate or simple. In cases where children cannot walk or bicycle to school, because of distance, safety concerns, or a disability, the school can provide credit for distance walked and bicycled at home, to and from a bus stop, or during the school day on campus.</p> <p>Mileage clubs and contests usually involve incentives like prizes or small gifts. In order to be most effective, incentives need to be provided in concert with other strategies over a period of time – not just given once (Barnes, Perry, & Peres, 2000; Marshfield, Lounsbury, Tolbert, & Carmus, 1996; Marshfield, Hall, Hunter, & Stewart, 1992).</p> <p>Riding Terrence Elementary School Students at Riding Terrence Elementary School, Montgomery County, MD, were asked to draw a logo for their school SRIS program. This is the final design.</p>	<p>Children are able to track the amount of miles they walk or bicycle and get a small gift or a chance to win a prize after a certain mileage goal is reached.</p>
<p>“Safe Out the Door” by All-Ohio Show Choir</p> <p>https://www.youtube.com/watch?v=qPMcEBIqVWo</p> <p>Organized by the Ohio Department of Transportation (ODOT)</p>	<p>This resource was created in support of ODOT’s comprehensive, statewide Safe Routes to School campaign to educate Ohio’s 1.2 million K-8</p>



students, their families, teachers, and school officials on appropriate safety practices for walking and biking to school.

This campaign is called “Every Move You Make, Keep it Safe.”

The Walking School Bus: Combining Safety, Fun, and the Walk to School

<http://www.ezride.org/documents/How-to-Organize-a-WSB.pdf>

Prepared by the Pedestrian and Bicycle Information Center (PBIC)



This guide provides general outlines on how to start and sustain a program, including:

- Deciding if a Walking School Bus is the Right Fit
- Choosing a Program Structure
- Addressing Safety
- Keeping the Walking School Bus Going
- Measuring Impact
- Promising Examples

Virginia DOT Crossing Guard Appreciation Day
https://www.dropbox.com/s/rwlxk04o81d9ad3/VDOT_LDLCrossing%20Guard%20Appreciation%20Day.pdf?dl=0

Prepared by Virginia Department of Transportation



Learn it. Do it. Live it!

CROSSING GUARD APPRECIATION DAY 2014

Who is a Crossing Guard?
Crossing guards are any adults who are trained to provide assistance to students crossing the street on their routes to and from school. Crossing guards can be police officers, teachers, school staff, or volunteers.

How to Participate?
Whether simple or elaborate, Crossing Guard Appreciation Day events are a great way to acknowledge the value your crossing guards bring to safe travel to school.
Event ideas here include ways to say thank you in person, promote the work of your crossing guard, and ways to support their work. Most important is offering a heart-felt thank you.
Find flyers, templates, banners and other downloads at www.virginiadot.org/safe-routes. Find what you're looking for on the Acknowledgements Page.

Event Ideas
Say Thank you, in person!
✓ Schools, parents, and other community members can host a...

This resource provides ideas including ways to say heart-felt thank yous, promoting the work of the crossing guards, and ways to support their work.

Virginia DOT Event Ideas

This resource provides event



Safe Passage Community Resource Toolkit



[http://www.virginiadot.org/programs/resources/safeRouteResources/all/VDOT LDL Event Ideas 120816.pdf?dl=0](http://www.virginiadot.org/programs/resources/safeRouteResources/all/VDOT%20LDL%20Event%20Ideas%20120816.pdf?dl=0)

Prepared by Virginia Department of Transportation



ideas including:

- Welcome celebrations
- Inviting parents for coffee or breakfast
- Organizing walks at school or neighborhood walkabouts
- Planning assemblies/contests

Walk Bike to School: 50 Event Ideas

<http://www.walkbiketoschool.org/get-set/event-ideas/50-event-ideas>

Prepared by the National Center for Safe Routes to School



This resource provides ideas about how to promote walking and biking through interactive events and activities, including:

- Arranging for the Mayor's Official Proclamation
- Pep Rallies
- Walking School Bus or Bicycle Train
- Student Walk to School committees

Walking School Bus: A guide for parents and teachers

<http://www.travelsmart.gov.au/schools/pubs/guide.pdf>

Developed by the Australian Government Department of the Environment and Heritage Australian Greenhouse Office

This guide outlines benefits of the Walking School Bus, how to join or start a program, and promote a program.

	
<p>Walking School Bus: Coordinator's Guide https://www.nzta.govt.nz/assets/resources/walking-school-bus-coordinators-guide/docs/wsb-coordinators-guide.pdf Developed by the New Zealand Transport Agency</p> 	<p>This guide outlines how to set up a Walking School Bus, how to keep the network going, and how to engage with parents/caregivers.</p>
<p>Walking School Bus: Training Guidebook http://www.altaprojects.net/files/1712/6662/3993/SC%20WSB%20Training%20Guidebook%20WEB.pdf Prepared by Alta Planning + Design for the Santa Clarita Safe Routes to School Program</p>	<p>This guidebook outlines how to establish a Walking School Bus program:</p> <ul style="list-style-type: none"> ▪ Identifying Program Partners

Walking School Bus

Training Guidebook



**Santa Clarita,
California
2010**



- Identifying Program Need
- Finding Route Leaders
- Planning Routes
- Logistics and Communication
- Establishing a Pilot Program
- Funding Strategies
- Creative Solutions to Common Problems
- Helpful Resources



Engineering: Implement physical improvements to streetscape.

Adult School Crossing Guard Guidelines

http://guide.saferoutesinfo.org/crossing_guard/index.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Adult School Crossing Guard Guidelines



Adult school crossing guards play an important role in the lives of children who walk or bicycle to school. They help children safely cross the street at key locations. They also remind drivers of the presence of pedestrians. The presence of adult crossing guards can lead to more parents feeling comfortable about their children walking or bicycling to school. While the primary role of an adult school crossing guard is to guide children safely across the street, children also remain responsible for their own safety. In this manner, a guard plays another key function – a role model helping children develop the skills necessary to cross streets safely at all times.

The design and implementation of an adult school crossing guard program is largely the decision of local communities. Some federal guidance exists and there are some state and local requirements pertaining to the operation of guard programs, but these vary across the country. Ideally, the development of an adult school crossing guard program involves a community partnership that includes the expertise of law enforcement agencies, traffic engineering or planning departments and school systems. Working together with parents, this community group identifies the locations where adult school crossing guards are needed and the appropriate number of guards for each location. The group establishes crossing procedures for a variety of traffic situations as well as hires, trains and equips the guards and secures long-term funding for the program.



This resource outlines guidelines for a School Crossing Guard program, including:

- Role of the Adult Crossing Guard
- Elements of a Crossing Guard Program
- Identifying the Locations Where Adult School Crossing Guards Are Needed
- Hiring and Training Adult School Crossing Guards
- Funding the Adult School Crossing Guard Program
- Crossing Procedures for a Variety of Situations

Complete Streets

<http://www.smartgrowthamerica.org/complete-streets>

Organized by Smart Growth America's National Complete Streets Coalition



FIRST NAME LAST NAME
EMAIL ADDRESS Sign up

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National Complete Streets Coalition

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EVENTS

RESEARCH

COMPLETE STREETS: A TO Z

FUNDAMENTALS

CHANGING POLICY

IMPLEMENTATION

FEDERAL POLICY



CHARLOTTE, NORTH CAROLINA

Welcome to the National Complete Streets Coalition

SIGN UP FOR E-NEWS

JOIN THE COALITION

DONATE TODAY

SCHEDULE A WORKSHOP

SEARCH GO

Complete Streets is a nationwide movement integrating people and places in the planning, design, construction, operation, and maintenance of transportation networks.

The Coalition promotes the development and implementation of policies and professional practices that ensure that streets are safe for people of all ages and abilities, balance the needs of different modes, and support local land uses, economies, cultures, and natural environments.

Guiding Principles for Applying Safe Routes to School Engineering Solutions

guide.saferoutesinfo.org/engineering/guiding_principles_for_applying_srts_engineering_solutions.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Guiding Principles for Applying Safe Routes to School Engineering Solutions

Several principles guide this discussion of SRTS engineering solutions as well as the design of a built environment that provides safe routes for children as they walk and bicycle to school. The following list states and briefly describes some of the principles:

Infrastructure within the school zone and beyond is a prerequisite for walking and bicycling.

The physical environment often determines whether many children walk or bicycle to school. To safely walk or bicycle to school along a street or separate path, or to cross a street along the way, children need well-designed, well-built, well-maintained, and accessible facilities.

SRTS programs address infrastructure needs at schools as well as along a child's route to school. Children walk and bicycle to school from locations outside the immediate school zone and often from beyond the school's designated walk zone.

Accessibility Required

An important aspect of enabling children with disabilities to walk and bicycle to school is provision of accessible infrastructure. Guidelines for making schools sites and routes to school accessible for children with disabilities can be found in the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the Public Rights-of-Way Accessibility Guidelines (PROWAG). Throughout this guide, the term "pedestrian" should be understood to include students using assistive devices such as wheelchairs.



Walkways and crossings are prerequisites for walking. Portland, OR.

This resource outlines the best practices and major guidelines for effectively engineering safe routes.

Selecting School Bus Stop Locations

http://guide.saferoutesinfo.org/school_bus_locations/index.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Selecting School Bus Stop Locations



Transporting students to and from school safely is a foremost priority for school transportation directors, school bus drivers, crossing guards and others involved in getting students to school. School children travel to and from their schools by a variety of modes including school buses, private vehicles, carpools, public and private transportation providers, bicycles and on foot.

School buses are the safest mode of transportation to and from school in the United States (Transportation Research Board [TRB], 2002). According to the National Highway Traffic Safety Administration, approximately 450,000 public school buses travel approximately 4.3 billion miles to transport 23.5 million children to and from school and school-related activities (2006). On average, 20 school-age children die each year in school bus-related crashes or incidents. Of these 20, five of the children are injured inside the bus, five are struck by other vehicles, and 10 are struck by the school bus itself (TRB, 2002). These statistics indicate that there's an opportunity for even this very safe form of travel to improve the safety of both the locations where students wait for the school bus and the routes students travel between home and the school bus stop.



School transportation planners are tasked with planning bus routes. However, only fragmented information regarding safety considerations for determining the location of school bus stops has been available to them. Generally, the placement of school bus stops dictates not only the routes that students will have to travel between home and the stop, but also the conditions in which the student will be waiting, and both impact student safety.

This resource provides guidelines for selecting bus stops that reflect a priority of safety for students getting to and from bus stops and while waiting for their buses.

The primarily goals are to provide school bus transportation professionals with information they will find useful in developing new policies or revising existing policies and procedures for selecting school bus stops.

Another goal is to encourage districts to establish policies that provide the safest school bus stops possible, within existing constraints.

Student Drop-Off and Pick-up Tools

http://guide.saferoutesinfo.org/dropoff_pickup/student_drop-off_and_pick-up_tools.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Student Drop-off and Pick-up Tools

When assessing the drop-off and pick-up process, activity on school grounds (on site) as well as activity in the area surrounding the school (off site) must be considered. These images depict an on-site drop-off and pick-up process that is orderly - motor vehicles are approaching single file and releasing students directly to the sidewalk in the designated drop-off zone.



But, off site, on a street near the same school, the process is chaotic. Notice the backed-up street, delaying commercial vehicles, school buses and parents wishing to drop off children. Such situations are often accompanied by unsafe driving behavior as everyone rushes to beat the morning bell or get to work on time. Developing safe routes to schools requires an orderly process for dropping off and picking up children both on and off the school campus.



These resources include:

- Curb stripping and other pavement markings
- Signage
- Separating motor vehicles from pedestrians and bicyclists
- Adding a drop-off and pick-up lane
- Assistants to help students exit and enter motor vehicles
- Adding an off-site queuing lane
- Temporary street closure and one-way street
- Frequent reminders using school announcements and newsletters
- Monitoring and enforcement

The Better Block

<http://betterblock.org>

The Better Block works with schools, parks, and block clubs to use different city resources to eliminate barriers of walking, biking, and using public transit in communities.

The organization selects partner groups to receive consultation including presentations and specific strategies to create changes to the built environment.



Enforcement:

Partner with local law to address traffic and crime issues.

National Safe Routes to School Program Promotes Role for Law Enforcement

<http://apps.saferoutesinfo.org/lawenforcement/>

Developed by the National Highway Traffic Safety Administration and the National Center for Safe Routes to School



This website resource outlines ways to get involved as:

- Law Enforcement Executives
- School Resource Officers
- Patrol/Traffic Safety Officers
- Bike Officers
- Community Policing Officers
- Training Officers

The Community Enforcement Approach

http://guide.saferoutesinfo.org/enforcement/the_community_enforcement_approach.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

The Community Enforcement Approach

Representatives of communities and schools can improve safety behaviors in many ways. Older students can become safety patrol members and help during drop-off and pick-up times at the schools. Adults can volunteer to become crossing guards to enforce safe behaviors at crossings. Neighborhood speed watch programs can provide opportunities for residents to educate drivers about their driving speeds while making drivers aware that the neighborhood is concerned about safety. All adults in a community need to set good examples for their children and others by crossing streets in crosswalks when they are available and following other traffic rules.

Community enforcement approaches include:

- [Safety Patrols](#)
- [Adult School Crossing Guards](#)
- [Neighborhood Speed Watch Programs](#)



This resource includes:

- Involving school and community members, such as kids serving as safety patrol members during drop-off/pick-up at schools
- Adult school crossing guards
- Neighborhood speed watch programs, which can provide opportunities to educate drivers about their driving speeds.

The Law Enforcement Approach

- Overview:
http://guide.saferoutesinfo.org/enforcement/the_la_w_enforcement_approach.cfm
- Role of the Enforcement Officer:
http://guide.saferoutesinfo.org/enforcement/role_of_the_enforcement_officer.cfm
- Law Enforcement Methods:
http://guide.saferoutesinfo.org/enforcement/law_enforcement_methods.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

The Law Enforcement Approach

The previous sections summarized ways that the school and neighborhood can work together to improve safety behaviors. This section looks specifically at what only the law enforcement officer can do.

Law enforcement includes a variety of methods that use both technology and personnel to raise awareness and educate motorists about their driving behaviors and how they relate to the safety rules. An effective law enforcement program is more about providing visible police presence for improved behavior than writing a lot of tickets. The intent of enforcement is to get people to change dangerous behaviors that could cause a crash and subsequent injury or fatality. However, for some dangerous behaviors, enforcement activities need to be implemented early. For example, giving citations for exceeding the speed limit, even by 5 to 10 mph, is especially important in school zones since driving speed increases the likelihood of being severely injured or killed if struck by a vehicle (UK Department of Transportation, 1987).

Effective SRTS Law Enforcement has Three Basic Steps

1. Involve parents and the community.

Generally, most of the traffic around schools is made up of neighborhood residents, parents of students, and the school's faculty and staff. An effective program will seek to notify all groups that a strong traffic law enforcement program is beginning.

2. Use public awareness and education first.

Public awareness and education needs to occur before law enforcement activities. The awareness and education messages should inform people of the problem and why enforcement action is needed. This will generate public support and help to offset any complaints from those who are caught breaking the law. The public next needs to be told what the enforcement activities will



The Law Enforcement Approach includes:

- Traffic Enforcement Specialists in traffic hot-spots
- Communication Action Officers (CAOs)/Precinct Officers focused on specific areas
- School Resource Officers (SROs) law.

The Law Enforcement Methods include:

- Speed Trailers
- Active Speed Monitors
- Traffic Complaint Hotlines
- Photo Enforcement
- 'Pedestrian Decoy' operations
- Progressive Ticketing
- Speed Enforcement in School Zones



Evaluation:

Assess success and identify unintended consequences or opportunities.

Bikeability Checklist

English:

http://www.pedbikeinfo.org/pdf/community_bikeability_checklist.pdf

Spanish:

http://www.pedbikeinfo.org/pdf/community_bikeability-checklist-sp.pdf

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!



This resource provides a comprehensive checklist to determine the bikeability of a community, identify problems, and ways to solve the problems.

Common Evaluation Designs

http://guide.saferoutesinfo.org/evaluation/appendix_f_evaluation_designs.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

F. Evaluation Designs

The quality of an evaluation varies by design. The most rigorous design is a randomized trial, which requires randomly assigning individuals or groups to either intervention or control status. This is probably not feasible or appropriate for a community-level Safe Routes to School (SRTS) program. Less rigorous designs (see box) have strengths and weaknesses to consider when choosing among them.

Common Evaluation Designs for Program Evaluation

Pre and Post One-Sample Tests:

For example, assess how many students walk to school before a kick off event takes place and how many students walk after the event.

- Strength: easy to conduct, it is the most feasible design.
- Weakness: results may not be accurate as there is no control for outside factors that may explain the findings even in the absence of the SRTS program.

Pre and Post Two-Sample Tests:

For example, measure how many students walk or bike before and after SRTS has been in place for 6 months and measure at those same points in time in a similar school elsewhere that did not take part in SRTS.

- Strength: fairly easy to conduct, better control than the one-sample test, especially if the second school is similar with regard to outside factors.
- Weakness: no two schools are exactly alike with regard to outside factors; some unmeasured difference between the two schools may still explain the result rather than the SRTS program itself.

Time-Series Design:

For example, measure rates of walking and bicycling before the SRTS program, then every other month for one year. A time-series design is most feasible with one sample (the school where the program occurs). However, it is more accurate when it includes a comparison school to rule out the possibility of other explanations (beyond the SRTS program) for the changes.

This resource outlines characteristics of common evaluation designs, including:

- Randomized trial
- Pre and Post One-Sample Tests
- Pre and Post Two (or more)-Sample Tests
- Time-Series Design



Safe Passage Community Resource Toolkit



Observation of a School: Understanding Walking and Biking Safety Issues

saferoutesinfo.org/sites/default/files/resources/School Field Observation Resource.pdf

Prepared by the National Center for Safe Routes to School



Observation of a School:

Understanding Walking and Biking Safety Issues

The best way to understand walking and bicycling safety issues at a particular school is by observing students arriving or departing during a normal school day. This includes observing children as they walk or bike the routes to school, how they cross streets, the interactions they have with cars and buses on the school campus, and how they make their way to the school door. The goal is to identify two main things:

- The physical environment for walking and bicycling both on the school campus and in the surrounding area; and
- The behaviors of pedestrians, bicyclists and motorists.

A good way to start is in a neighborhood near the school. Observe the route the students are taking. When on the school campus, walk in a loop to make sure you have a chance to observe all locations and forms of behavior. Be prepared to jot down things you want to address. Be at the main entrance the fifteen minutes prior to school starting and the first fifteen minutes when school is dismissed.

This resource outlines the observations of schools. including:

- Physical environment (engineering aspect)
- Behaviors of motorists, pedestrians, bicyclists, and crossing guards

Online Data System: Data Collection

- Website:
<http://www.saferoutesdata.org>
- Navigating the Safe Routes to School Data System:
<http://www.saferoutesdata.org/downloads/SafeRoutesData%20-%20Navigating%20the%20Data%20System.pdf>
- New Features:
<http://www.saferoutesdata.org/downloads/SafeRoutesData%20-%20New%20Features.pdf>
- Sample Reports Generated by the Online Data System:
http://saferoutesinfo.org/sites/default/files/page/SRTS_Data_sample_reports.pdf

Developed by the National Safe Routes to School



Safe Routes to School Data Collection System

Welcome to the National Center for Safe Routes to School's enhanced data system

For information on the changes, please see the list of [New Features](#) document. For additional information on navigating through the system, please see the [Navigating the Data System](#) document. If you have any questions, please email info@saferoutesinfo.org, and National Center staff will return your email within 24 business hours. We hope you enjoy our system's changes.

Welcome to the National Center for Safe Routes to School's online tracking system for local schools. This system provides a way for local and regional SRTS champions to enter and view data collected using the standardized Student Travel Tally and Parent Survey questionnaires.

To enter your SRTS data, please create a New User account or log in if you are a returning user.

Login for Returning Users	New Users	Tutorials for Using the System
<input type="text"/> Email	<input type="text"/> First Name	Navigating the Data System New Features How to Mail Data
<input type="password"/> Password	<input type="text"/> Last Name	

The online Data System provides tools to collect, enter, update, view, and summarize data from standardized forms.

The Data System can aggregate these types of reports based on surveys:

- 1) one school at one time period (ex: Student Travel Tallies for May 2011)
- 2) one school at two time periods (determine statistically significant change)
- 3) aggregated report (data collected during the same season for all SRTS schools)

Options for Evaluation

http://guide.saferoutesinfo.org/evaluation/options_for_evaluation.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Options for Evaluation

This section discusses two evaluation methods for local programs to consider: standard and basic. The standard method of evaluation is the preferred method as it is more comprehensive and allows for adjustments during the program. However, it is understood that not everyone will have the resources for standard evaluation. Therefore, the basic evaluation will also be explained.

Standard evaluation:
Evaluation is done before, during, and after the program.

Basic evaluation:
Evaluation is done before and after the program.

Standard evaluation can be conducted by the program implementers or with the help of a professional evaluator. Standard evaluation is ideal since it provides information throughout the life of the program and can be used to examine the effectiveness of specific strategies. However, for some programs the ideal must be balanced with the time and the resources available. Basic evaluation may be the choice that fits the circumstances.

This information is shaped around standard evaluation conducted by the program implementer, since it provides a more complete picture than basic evaluation and does not have the costs associated with engaging an evaluation specialist. However, the worksheets and evaluation tools can be used for either of these evaluation plans. Below are descriptions of these options.



This resource outlines evaluation standard and basic methods for programs to consider.

Parent Survey About Walking and Biking to School

- English:
saferoutesinfo.org/sites/default/files/resource/s/Parent_Survey_English.pdf
- Spanish:
saferoutesinfo.org/sites/default/files/resource/s/Parent_Survey_Spanish.pdf
- Arabic, Armenian, Chinese, Haitian Creole, Hmong, Korean, Russian, Somali, Ukrainian, Vietnamese:
saferoutesinfo.org/program-tools/evaluation-parent-survey-other-language-options
- Online Option:
saferoutesinfo.org/program-tools/evaluation-parent-survey-online-surveying-option

Prepared by the National Safes Routes to School

Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,
Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.
Thank you for participating in this survey!

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name: _____

1. What is the grade of the child who brought home this survey? ☐ Grade (PK,K,1,2,3...) _____

2. Is the child who brought home this survey male or female? ☐ Male ☐ Female

3. How many children do you have in Kindergarten through 8th grade? ☐ _____

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)
_____ and _____

Place a clear "X" inside box. If you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?

<input type="checkbox"/> Less than ¼ mile	<input type="checkbox"/> ½ mile up to 1 mile	<input type="checkbox"/> More than 2 miles
<input type="checkbox"/> ¼ mile up to ½ mile	<input type="checkbox"/> 1 mile up to 2 miles	<input type="checkbox"/> Don't know

This resource provides a 5-10 minute survey for parents or caregivers to learn about children walking and biking to and from school.

School Travel Planning: Walkabout Instruction and Checklist

google.com/?client=safari#q=Walkabout+Instructions+by+Active+Safe+Route+Routes+to+School

Prepared by Active and Safe Routes to School



Walkabout Timing

The Walkabout will be conducted either at the same time as the baseline surveying takes place or immediately after, but NOT before. The time of day for the Walkabout will be determined by the school but should coincide with either drop-off or pick-up time at the school.

The Walkabout process includes both a walking tour of the neighbourhood and a debriefing session indoors immediately following the tour. The debriefing session will include discussion of solutions that can be part of the Action Plan. It will take approximately 2.5 hours for the whole process.

An optional second walkabout could be done later in the STP process to review the walking routes as collected on maps during baseline surveying.

This comprehensive resource outlines how to organize and execute a Walkabout:

- Walkability Timing: approximately 2.5 hours for walking tour and debrief
- Participants
- Checklist for at the school site and areas surrounding the school site
- Sample Email Announcement

Student Surveying: In-Class Travel Tally

http://www.saferoutesinfo.org/sites/default/files/resources/SRTS_Two_Day_Tally.pdf

Prepared by the National Safe Routes to School

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: _____ Teacher's First Name: _____ Teacher's Last Name: _____

Grade: (PK,K,1,2,3,...) _____ Monday's Date (Week count was conducted) _____ Number of Students Enrolled in Class: _____

9 2 H H D D Y Y Y Y I S

• Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday.
(Three days would provide better data if counted)
• Please do not conduct these counts on Mondays or Fridays.
• Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
• Ask your students as a group the question "How did you arrive at school today?"
• Then, read each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
• Follow the same procedure for the question "How do you plan to leave for home after school?"
• You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
• Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

This resource provides a method to measure how students get to school and how the Safe Routes To School programs affect their travel.

The Art of Appropriate Evaluation: Getting Help

<http://www.nhtsa.gov/people/injury/research/ArtofAppEvWeb/pages/5GettingHelp.htm>

Prepared by the National Highway Traffic Administration

Chapter 5: Getting Help

CHAPTER FIVE

GETTING HELP

You're probably thinking that this Guide is glossing over the really hard parts of evaluation just to trick you into taking the plunge. Well you are right—but not because we are trying to trick you. There are hard parts to evaluation and they can create real nightmares if they are not done right. But there is no point in trying to teach you how to do them right in a little guide that you can fit in your pocket.

Evaluation is one area where it makes sense to bring in outside expertise. It will save you considerable time and effort, and will increase your probability of success significantly. Ah, but what about the opening scenario when the manager delegated responsibility for the evaluation to a volunteer from another office and it was a disaster? Obviously, you can't be so eager to delegate the evaluation tasks that you hire the first person that comes along.

What Can (and Should) an Evaluation Specialist Do for You?

You want your evaluation specialist to:

- Design the evaluation
- Recruit and train the data collectors
- Collect the data
- Provide interim feedback to you during the conduct of the program
- Analyze the data and present the findings
- Provide input to you as you draw conclusions

This resource outlines the role of a Specialist and how to find one through a provided Link to Sources.

It also discusses the importance of preparing a clear statement of work with specific tasks to be completed, a description of all deliverables, and a schedule for completion before beginning work with an evaluator.

Walkability Checklist

- English:
http://www.pedbikeinfo.org/pdf/community_walkability_checklist.pdf
- Spanish:
http://www.pedbikeinfo.org/pdf/community_walkabilitychecklist-sp.pdf

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.



This resource provides a comprehensive checklist to determine the walkability of a community, identify problems, and ways to solve the problems.



Safe Passage Community Resource Toolkit



Ways to Collect Information

http://guide.saferoutesinfo.org/evaluation/ways_to_collect_information.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)
[Ways to Collect Information](#)

There are five ways often used by Safe Routes to School (SRTS) programs to collect information: tallies/counts, surveys, observations and audits, interviews and existing data sources.

1. Tallies/Counts

Tally forms are simply ways to count numbers of people or things. Tally forms can answer a question that every SRTS program needs to be able to answer: *How do students travel to and from school?* Tallies can be used to count the number of children traveling to and from school using different modes of travel, such as walking, bicycling, bus, private vehicle, etc. Travel behavior enables a program to measure changes after SRTS activities. It also provides a means of identifying which modes of travel to target and gives a general understanding of the school travel environment.

School Travel Tally Forms

[Student travel tally forms](#) developed by the National Center for Safe Routes to School are available for download and use. There is a 1-page tally sheet that teachers complete and [online tools](#) that generate a cumulative report for the entire school. Basic steps for use are to the right.

Safe Routes to School Student Travel Tally Forms

Instructions:

- For two days of one week, teachers ask students how they got to school that day and how they got home the previous day.
- Students raise their hands for each mode (walk, bike, car, etc) of travel and the teacher records the counts.
- The in-class tally sheets are collected and the cumulative results are added up. This can be done by entering information into an online data entry tool.
- The summary tool also displays some basic analysis information, such as graphically comparing the amount of walking or biking during the morning and the afternoon.

2. Surveys

Surveys or questionnaires are commonly used in evaluation. They provide a low-cost way to obtain information from many people in a relatively short amount of time, and they allow responses to be anonymous. Surveys may be distributed in many ways such as paper and pencil, telephone, e-mail messages, or over the Internet. Questions for a survey need to be carefully written and ideally pre-tested with potential respondents to be sure that the questions are understandable and that the answers will provide the kind of information sought. Entering survey data and generating results can be time consuming. The [parent survey](#) (see box at right) developed by the National Center for Safe Routes to School has a [data system](#) that automatically summarizes results.

This resource outlines guidelines and ways to collect information:

- Tallies/Counts
- Surveys/Questionnaires
- Observations/Audits
- Interviews
- Existing Data Sources

Working With an Evaluation Specialist

http://guide.saferoutesinfo.org/evaluation/appendix_e_working_with_an_evaluation_specialist.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)
[E. Working with an Evaluation Specialist](#)

Some programs will have the resources and interest in conducting a more comprehensive, complex evaluation and will seek the assistance of a specialist in order to do so. The role of an evaluation specialist and tips for creating a successful product are described here.

The Role of an Evaluation Specialist

If a program plans to use an evaluation specialist, the specialist should be included from the very beginning. The specialist can help identify what can be measured and what questions an evaluation will be able to answer. The evaluation specialist can anticipate potential future problems that may arise when gathering or analyzing particular types of data. For example, the evaluator will recognize the potential effect of seasonal differences in the number of walkers, or the impact political changes might have on enforcement activities. Beyond recognizing the potential problems, however, the evaluator will also know how to deal with them.

A specialist may perform the following tasks:

- Design the evaluation
- Identify and train data collectors
- Collect the data
- Provide interim feedback during the program
- Analyze data and present the findings
- Provide input on recommendations



The evaluator can determine survey tools, train data collectors and decide how to analyze results. Program implementers need to stay in communication with the evaluator to make sure that the processes and products align with expectations.

This resource outlines the role of a Specialist and how to find one.

The recommendation is through local colleges or universities.



**Equity:
Create access to
opportunities and
ensure equitable
outcomes for everyone.**

Resource	How to Use It
<p>Involving Students with Disabilities http://msdh.ms.gov/msdhsite/static/resources/3857.pdf Prepared by the National Center for Safe Routes to School</p>  <p>Involving Students with Disabilities in SRTS</p> 	<p>This resource includes:</p> <ul style="list-style-type: none"> ▪ A Primer on Special Education in the U.S. ▪ Strategies for Creating Inclusive SRTS Programs ▪ Implementation Activities/Programs such as Walk/Bike to School Day and Everyone Can Participate in Sports Day
<p>Walk and Roll to School: Tips on Including Children with Disabilities http://www.saferoutesinfo.org/sites/default/files/resources/Walk%20to%20School%20Flyer%20Final.pdf Prepared by the National Center for Safe Routes to School</p>   <p>Walk and Roll to School TIPS ON INCLUDING CHILDREN WITH DISABILITIES</p>  <p>Exercise is for Every Body!</p> <p>Physical activity is important for the health of all children. Including children with disabilities in the International Walk to School event is fun and easy. NCPAD has a few helpful tips to make this event a success for everyone.</p> <ul style="list-style-type: none"> • Survey the walking/wheeling path for safety and accessibility • Determine a reasonable distance to walk/wheel that is based on the child's ability 	<p>This resource provides a one-pager handout or teaching tool on including children with disabilities.</p>